
3B

Action

Professional Services Committee

Approval of Knowledge, Skills and Abilities (KSAs) for the CSET: Bilingual Methodology and Bilingual Culture Examinations, and Review of Draft Bilingual Program Standards

Executive Summary: This agenda item is a two-part item. Part I provides the KSAs for the new CSET: Bilingual Methodology and CSET: Bilingual Culture examinations for the Commission's approval. These examinations will replace the BCLAD Tests V (Methodology) and VI (Culture) beginning with the November 2007 CSET test administration. Part II presents the draft Bilingual Program Standards for initial review by the Commission.

Recommended Action: That the Commission approve the KSAs for the new CSET: Bilingual Methodology and Bilingual Culture examinations.

Presenters: Phyllis Jacobson, Ed.D., Administrator, Professional Services Division, and Jo Birdsell, Ed.D., Consultant, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

October 2007

Approval of Knowledge, Skills and Abilities (KSAs) for the CSET: Bilingual Methodology and Bilingual Culture Examinations, and Review of Draft Bilingual Program Standards

Introduction

At the June 2007 Commission meeting, staff presented an update on the work of the Bilingual Certification Design Team (BCDT), and at the August 2007 Commission meeting staff presented the draft of the Knowledge, Skills, and Abilities (KSAs) for the new CSET: Bilingual Methodology and Bilingual Culture examinations. This item presents the final KSAs for the CSET: Bilingual Methodology and Bilingual Culture examinations for approval, and also presents the draft Bilingual Program Standards developed by the Bilingual Certification Design Team for initial review by the Commission prior to conducting a field review of these draft program standards.

Background

At the November-December 2006 Commission meeting, the Commission approved an examinations consolidation and streamlining plan whereby the BCLAD examinations would (a) be moved within the CSET examination series; (b) be updated to reflect progress within the field; and (c) be revalidated. This work was done in parallel with the work of the Bilingual Certification Design Team (BCDT) to update and redesign, as needed, the routes to bilingual certification. As this work has unfolded, a parallel timeline became a necessity to ensure that both routes are comparable in scope and rigor. The examination development and revalidation work has now progressed to the point where the revised and updated set of knowledge, skills, and abilities (KSAs) required of a bilingual teacher have undergone a field review and content validation study, and are ready for approval by the Commission.

In addition, the BCDT has continued its work on developing a set of new Bilingual Program Standards. The draft Bilingual Program Standards are now being presented to the Commission for initial review prior to beginning the field review process.

Part I

Approval of the Set of Knowledge, Skills and Abilities (KSAs) Required for Bilingual Certification

The updated set of KSAs, once adopted by the Commission, will serve as the basis for the CSET: Bilingual Methodology and Bilingual Culture examinations. The KSAs underwent a period of field review and content validation during August-September 2007 to ensure that they accurately and appropriately represent the knowledge, skills and abilities needed to do the job of a bilingual teacher in California public schools. The field review and the content validation process conducted by the Commission's examination contractor, NCS Pearson, Inc., confirmed these draft KSAs as appropriately representative of the set of knowledge, skills, and abilities needed by a bilingual teacher for California public schools. Questions asked of respondents to the content

validation survey with respect to the KSAs for both the Bilingual Methodology and Bilingual Culture examinations were:

- *How important are the knowledge, skills, or abilities addressed by this competency for performing the job of a California public school teacher providing instruction to one or more English Learners?*
- *How well does this set of descriptive statements represent important examples of the knowledge, skills and abilities addressed by the competency?*
- *To what extent does the set of statements, as a whole, reflect the knowledge, skills, and abilities that are needed for effective job performance by a California public school teacher providing instruction to one or more English learners?*

Respondents were asked to provide their ratings on a five-point rating scale. One of two rating scales were used depending on the nature of the survey question. On one scale “1” represented “No Importance” and “5” represented “Very Great Importance,” and on the other scale “1” represented “Poorly” and “5” represented “Very Well.” The responses received and summarized by the contractor indicated that all competencies and all associated descriptive statements received a mean rating from both teacher educator respondents and public school educator respondents mainly of “Great Importance” or “Very Well,” with only a statistically insignificant number of competencies receiving a rating of “Moderate Importance” or “Adequately.” None of the competencies and associated descriptive statements were flagged for further analyses since all met the criteria for inclusion in the KSAs.

Recommended Action

Staff recommends that the Commission approve the proposed Knowledge, Skills, and Abilities required of a bilingual teacher for California public schools. The complete set of the bilingual KSAs are provided in Attachment A of this agenda item.

The first administration of the new CSET: LOTE Subtests IV (Bilingual Methodology) and V (Culture of Emphasis) based on these KSAs will be on Saturday, November 3, 2007. Scoring will be completed by late November 2007, and standard setting will take place in early December 2007. The proposed passing score standard for the CSET: LOTE Subtests IV and V will be presented to the Commission for adoption at the January-February 2008 meeting.

The following timeline, reprinted from the August 2007 Commission agenda item, documents the examination development and the bilingual program standards development processes. Both of the processes described below are on schedule for completion.

Table 1: Timeline for the Completion and Implementation of the Bilingual Certification Examinations and the Bilingual Teacher Preparation Program Standards

	KSAs	Exams Development	Program Standards
May 2007	KSA and Item Review Meeting		
June 2007			BCDT reviews current draft of Program Standards
July 2007			BCDT discusses current draft version of Program Standards
August 2007	Content Validity Study begins; Draft KSAs presented to Commission for information	Item review meeting to review new draft test items based on the KSAs; Test Guide for candidates drafted for review	BCDT reviews revisions and next draft of Program Standards
September 2007	Content Validity Study completed	Finalized candidate Test Guides for CSET:LOTE Subtests IV and V posted to examinations website; Invitations to the December passing score standard setting meeting sent to panel members	BCDT meets September 13-14 to review draft of Program Standards
October 2007	Final KSAs presented to Commission for adoption		Draft Program Standards presented to Commission; Field review of draft Program Standards begins
November 2007		First administration of new CSET:LOTE Subtests IV and V; Scoring conducted for CSET: LOTE Subtests IV and V	BCDT review stakeholder feedback and draft standards finalized
December 2007		Passing score standard setting meeting conducted for CSET: LOTE Subtests IV and V	Draft Program Standards presented to the Commission for approval
January-February 2008		Recommended passing score standard for CSET: LOTE Subtests IV and V presented to the Commission for approval	Program Standards distributed to the field, along with submission guidelines

KSAs and Subject Matter Requirements

The KSAs are descriptive of the knowledge, skills, and abilities required of bilingual teachers. The KSAs are serving a double purpose, however, in that they are forming the basis not only for standardized examinations but also for program standards. Within all of the candidate study guides for the California Subject Examinations for Teachers (CSET), the body of content

knowledge required in order to pass a CSET examination has heretofore been referred to as the “Subject Matter Requirements.” In order to be consistent across all of the CSET examinations, as well as to be clear to candidates and avoid potential candidate confusion, the bilingual KSAs will be referred to in the candidate study guides as the “Subject Matter Requirements” for the CSET: Bilingual Methodology and the CSET: Bilingual Culture examinations. These “Subject Matter Requirements” will be identical to the bilingual KSAs approved by the Commission.

Part II

Draft Bilingual Program Standards

Introduction

The precursor work group to the Bilingual Certification Design Team was the Bilingual Certification Advisory Work Group (BCAWG). This Work Group made several policy recommendations regarding bilingual authorizations. These recommendations were presented at the July-August 2006 Commission meeting. The full agenda item may be viewed at <http://www.ctc.ca.gov/commission/agendas/2006-08/2006-08-6E.pdf>.

Current Status of the Recommendations of the Bilingual Certification Advisory Work Group

The Work Group’s original recommendations encompassed the following topics:

A. Multiple routes

The Work Group recommended that multiple certification routes should be available to those seeking a bilingual teaching authorization. These routes would apply to candidates seeking an initial credential and to currently credentialed teachers seeking to add a bilingual authorization. These multiple routes could include examinations, coursework, or a combination of the two.

According to the Education Code, currently credentialed teachers may obtain a bilingual authorization only by passing an examination. The Education Code contains no provision for a program route to the bilingual authorization for currently credentialed teachers. If a change were to be made to the Education Code, then a program route could be made available to currently credentialed teachers. The draft Bilingual Program Standards are designed to address an additional program route if this legislative change were to be made. This would allow for candidates to attain bilingual authorization in any of the following ways:

A. Currently-credentialed teachers

1. through examination
2. through a program
3. through a combination of examination and program

B. Credential candidates

1. in a concurrent program with a SB 2042 preliminary teaching credential

B. Number of languages

The Work Group indicated the importance of maintaining the bilingual authorization for all of the current languages and to explore how to add additional languages into the BCLAD system. This issue was addressed in part by the restructuring of the CSET: LOTE examinations to include additional languages. The restructuring now provides an examination route for additional

languages. A program route would still be needed to fully carry out the Work Group's recommendation for multiple routes.

C. Newer models of instruction: The Work Group recommended that the bilingual authorization should continue to authorize a teacher to teach in subjects and classroom settings for which they are otherwise authorized and in any bilingual setting currently available in California's K-12 public schools. The revalidation of the KSAs now reflects the recommended updating of the knowledge, skills, and abilities required for all bilingual instructional settings, including two-way immersion program models.

Development of the Draft Bilingual Program Standards

The Bilingual Certification Design Team (BCDT) has worked for almost a year in developing the draft Bilingual Program standards. Membership of the BCDT is provided in Attachment C. The work began last fall with the initial development of the KSAs. Some members of the BCDT were also part of the KSA development and review process facilitated by NCS Pearson, Inc., since the KSAs were intended to become not only the foundation for test item development for the examination route to bilingual certification, but also the foundation on which bilingual program standards would be built.

The draft Bilingual Program Standards presume that candidates have the level of multiple and/or single subject pedagogical knowledge equivalent to the knowledge, skills and abilities reflected within the SB 2042 teacher preparation program standards. The draft Bilingual Program Standards also presume that candidates have a level of knowledge about the teaching of English learners equivalent to the content specifications on which the California Teachers of English Learners (CTEL) examination and the CTEL Program Standards are based. The draft Bilingual Program Standards address the knowledge, skills and abilities above and beyond that of the SB 2042 credential holder; the knowledge, skills and abilities an individual must have to provide instruction in bilingual settings.

The changed nature of bilingual education, such as compliance with Proposition 227, and the need for candidates to be prepared to teach within the expanded variety of bilingual classroom settings, such as immersion programs, are addressed in the draft Bilingual Program Standards. In addition, the draft Bilingual Program Standards require an assessment of each candidate's fluency in both English and the language of authorization.

Format of the Standards

The standards are comprised of a series of standards statements followed by a related series of "Essential Questions" that expand on the ideas contained within the standards statements and provide guidance to institutions for responding to the standards. Institutions that propose bilingual credential preparation programs must respond fully to each standard, including providing supporting evidence related to each of the key ideas in each sentence of the standard. The Essential Questions, while providing additional context and background information for prospective program sponsors, would not need to be individually addressed by program sponsors.

Standards Alignment with the KSAs

The alignment of the KSAs to the draft Program Standards is illustrated in Table 2 below:

Table 2: Alignment of CSET: LOTE KSAs and DRAFT Program Standards

Subtest	KSAs	Program Standards
Subtest III: Language and Communication:	Listening Comprehension; Reading Comprehension; Written Expression; Oral Expression	Program Standard 6: Assessment of Candidate Language Competence
Subtest IV: Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment	Domain 1: Bilingual Education and Bilingualism <ul style="list-style-type: none"> Foundations of Bilingual Education Bilingualism and Biliteracy 	Program Standard 3: The Context for Bilingual Education and Bilingualism
	Domain 2: Intercultural Communication <ul style="list-style-type: none"> Intercultural Communication and Culturally Inclusive Instruction School, Home, and Community Collaboration 	Program Standard 4: Bilingual Methodology
	Domain 3: Instruction and Assessment <ul style="list-style-type: none"> Language and Literacy Instruction and Assessment in Bilingual Education Settings Content Instruction and Assessment in Bilingual Education Settings Evaluation, Use, and Augmentation of Materials in Bilingual Education Settings 	Program Standard 5: Culture of Emphasis
Subtest V: Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts	Domain 1: Geographic and Historical Contexts <ul style="list-style-type: none"> The Geographic and Demographic Context The Historical Context 	Program Standard 3: The Context for Bilingual Education and Bilingualism
	Domain 2: Sociopolitical and Sociocultural Contexts <ul style="list-style-type: none"> The Sociopolitical Context The Sociocultural Context Crosscultural, Intercultural, and Intracultural Contexts 	

Next Steps

After review by the Commission at the October 2007 meeting, the draft Bilingual Program Standards will be posted on the Commission's website for stakeholder input (see table below). This input will be summarized and shared with the BCDT. In order to allow adequate time for input, review, and possible revision the draft Bilingual Program Standards will return to the Commission for action in December 2007. The draft Bilingual Program Standards are included as Attachment B.

Draft Bilingual Program Standards Timeline

Activity	Date
Draft Standards released for stakeholder review	October 5
Stakeholder feedback due	November 1
Electronic review of stakeholder feedback by the BCDT	November 2007
Draft Standards presented to the Commission for adoption	December 2007

ATTACHMENT A
Knowledge, Skills and Abilities
CALIFORNIA SUBJECT EXAMINATIONS FOR TEACHERS® (CSET®)

Languages Other Than English
Subtest IV: Bilingual Education and Bilingualism; Intercultural
Communication; Instruction and Assessment

DOMAIN 1: BILINGUAL EDUCATION AND BILINGUALISM

001 Foundations of Bilingual Education

- 1.1 • Demonstrate understanding of the philosophical, theoretical, and research bases for bilingual education.
- 1.2 • Demonstrate knowledge of the characteristics, components, benefits, and limitations of research-based program models of bilingual education (e.g., dual-language instruction, one-way immersion, two-way immersion, transitional bilingual education, maintenance bilingual education, heritage language education).
- 1.3 • Demonstrate knowledge of the historical and legal foundations of bilingual education in the United States (e.g., Elementary and Secondary Education Act [ESEA], *Lau v. Nichols*, *Castañeda v. Pickard*) and California (e.g., *Mendez v. Westminster*, Proposition 227, *Williams v. State of California*) and their effects on bilingual education programs.
- 1.4 • Demonstrate understanding of the theoretical foundations, practices, limitations, and effects of the subtractive (deficit) perspective of bilingual education (e.g., viewing the primary language as an obstacle, limiting use of the primary language, promoting assimilation into the target culture).
- 1.5 • Demonstrate understanding of the theoretical foundations, practices, limitations, and effects of the additive (enrichment) perspective of bilingual education (e.g., viewing the primary language as a right and an asset, promoting the development of bilingualism and biculturalism, promoting acculturation into the target culture).

Copyright © 2007 Pearson Education, Inc. or its affiliate(s), and the California Commission on Teacher Credentialing. All rights reserved.

Permission is granted to make copies of this document for noncommercial use by educators.

SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION; INSTRUCTION AND ASSESSMENT

002 Bilingualism and Biliteracy

- 2.1 • Demonstrate knowledge of metacognitive and metalinguistic processes (e.g., choosing the appropriate language to use in a given situation, evaluating similarities and differences between languages, transferring linguistic knowledge between languages) that occur in the development of bilingualism and biliteracy.
- 2.2 • Demonstrate understanding of current research on the developmental processes and cognitive effects of bilingualism and biliteracy (e.g., storage and retrieval of information in the brain, development of experiential knowledge) and implications of this research for instruction and assessment in bilingual education settings.
- 2.3 • Demonstrate understanding of the roles of code-switching, language mixing, and interlanguage in the development of bilingualism and biliteracy.
- 2.4 • Apply knowledge of developmental processes of bilingualism and biliteracy to select appropriate language use and usage (e.g., translation, language allocation by program model) when interacting with students at different developmental stages of bilingualism and biliteracy.
- 2.5 • Demonstrate understanding of the transferability of language and literacy skills between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target languages.
- 2.6 • Apply knowledge of the use of contrastive analysis (i.e., comparing and contrasting similarities and differences, including nonexistent features, in the phonology, morphology, syntax, lexicon, and usage of different languages) to facilitate development of listening, speaking, reading, and writing skills in the primary and target languages.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s), and the California Commission on Teacher Credentialing. All rights reserved.

Permission is granted to make copies of this document for noncommercial use by educators.

SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION; INSTRUCTION AND ASSESSMENT

DOMAIN 2: INTERCULTURAL COMMUNICATION

003 Intercultural Communication and Culturally Inclusive Instruction

- 3.1 • Demonstrate understanding of central concepts of intercultural communication, including cultural differences in patterns of nonverbal communication (e.g., distance between speakers, eye contact), patterns of oral discourse (e.g., overlapping, turn-taking, volume of voice, use/role of silence), and patterns of written discourse (e.g., level of formality, organizational structure).
- 3.2 • Demonstrate understanding of the effects of intercultural communication and interaction on bilingual education settings; the school/community climate; and student motivation, participation, and achievement.
- 3.3 • Demonstrate understanding of the origins of dialectal and/or tonal variation (e.g., geographic location, gender, socioeconomic background) and ways in which dialectal and/or tonal variations can affect student learning.
- 3.4 • Demonstrate understanding of cultural influences (e.g., different values regarding cooperation and competition, different expectations and preferences in teacher-student and student-student interaction, different attitudes toward conformity and individuality) on learning and teaching in bilingual education settings.
- 3.5 • Demonstrate knowledge of factors that contribute to classroom and school environments that support cultural understanding, student motivation, and achievement (e.g., infusing multicultural perspectives throughout the curriculum, establishing a high level of interaction among students with different backgrounds, promoting respect for cultural and linguistic diversity).
- 3.6 • Apply knowledge of intercultural communication and interaction that is linguistically and culturally inclusive and responsive to provide literacy and content instruction in bilingual education settings (e.g., role-playing intercultural encounters, analyzing current events related to a variety of cultures, respecting students' primary language/dialect, using students' primary language and home culture to promote language and literacy development and content-area learning).

Copyright © 2007 Pearson Education, Inc. or its affiliate(s), and the California Commission on Teacher Credentialing. All rights reserved.

Permission is granted to make copies of this document for noncommercial use by educators.

SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION; INSTRUCTION AND ASSESSMENT

004 School, Home, and Community Collaboration

- 4.1 • Demonstrate understanding of the important role of families as primary-language and cultural resources and the importance of establishing and maintaining strong school-home partnerships.
- 4.2 • Demonstrate knowledge of effective strategies to provide families with information about the educational goals and characteristics of bilingual programs and to assist families in making decisions concerning their children's placement and education.
- 4.3 • Demonstrate knowledge of families' notification rights regarding program options for students in bilingual education programs (e.g., the waiver process) and strategies to communicate these rights in an appropriate and effective medium (e.g., bilingual telephone calls, home visits, videos, primary-language materials).
- 4.4 • Demonstrate knowledge of effective strategies to communicate assessment results to families and to provide guidance on ways in which families can support their children's achievement at home and in bilingual education settings.
- 4.5 • Demonstrate knowledge of strategies to identify opportunities for families to contribute their funds of knowledge and expertise within bilingual education settings and across the school community, including participation in a variety of school forums and organizations.
- 4.6 • Demonstrate knowledge of strategies to identify and utilize available community resources and to establish and maintain strong school-community partnerships to support culturally inclusive bilingual instruction.
- 4.7 • Demonstrate knowledge of strategies to communicate and collaborate with other teachers and educators to share information about methods and models of bilingual education that promote the learning and development of culturally and linguistically diverse students.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s), and the California Commission on Teacher Credentialing. All rights reserved.

Permission is granted to make copies of this document for noncommercial use by educators.

SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION; INSTRUCTION AND ASSESSMENT

DOMAIN 3: INSTRUCTION AND ASSESSMENT

005 Language and Literacy Instruction and Assessment in Bilingual Education Settings

- 5.1 • Demonstrate understanding of the applications, limitations, and appropriateness of different models of bilingual education to develop, plan, and implement effective language and literacy instruction and assessments.
- 5.2 • Demonstrate knowledge of how to plan, select, and use effective and appropriate pedagogical practices that foster language and literacy development in the primary and target languages (e.g., providing comprehensible input, accessing students' prior knowledge, creating a language-rich environment, scaffolding literacy activities, planning meaningful and purposeful literacy activities).
- 5.3 • Demonstrate knowledge of strategies to provide differentiated instruction in language and literacy based on student proficiency levels in the primary and target languages.
- 5.4 • Demonstrate understanding of the interrelatedness of the four domains of language (i.e., listening, speaking, reading, and writing) in the development of biliteracy and the importance of integrating these language domains into instruction and assessment in bilingual education settings.
- 5.5 • Apply knowledge of language structures (e.g., word roots, prefixes, suffixes), forms (e.g., registers), and functions (e.g., informing, describing, persuading) to develop and deliver effective language and literacy instruction in the primary and target languages.
- 5.6 • Demonstrate understanding of ways in which students' life experiences (e.g., immigrant or refugee experiences, prior educational experiences, oral traditions), educational achievements, and language development can be used to foster learning and literacy in the primary and target languages.
- 5.7 • Demonstrate understanding of ways in which variations in students' primary languages (e.g., dialectal and/or tonal differences, use of vernacular forms) can be used to facilitate the development of social and academic language.
- 5.8 • Demonstrate understanding of the roles, purposes, and uses of standardized and nonstandardized primary- and target-language assessments in bilingual education settings.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s), and the California Commission on Teacher Credentialing. All rights reserved.

Permission is granted to make copies of this document for noncommercial use by educators.

- 5.9 • Demonstrate knowledge of how to select, adapt and/or develop as necessary, and administer a variety of language and literacy assessments in bilingual education settings, including appropriate assessments of social and academic language proficiency.
- 5.10 • Demonstrate knowledge of strategies for interpreting the results of primary- and target-language assessments to plan, organize, modify, and differentiate instruction in the appropriate language(s) in bilingual education settings.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s), and the California Commission on Teacher Credentialing. All rights reserved.

Permission is granted to make copies of this document for noncommercial use by educators.

SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION; INSTRUCTION AND ASSESSMENT

006 Content Instruction and Assessment in Bilingual Education Settings

- 6.1 • Demonstrate understanding of the applications, appropriateness, and limitations of different models of bilingual education in developing, planning, and implementing effective content-area instruction and assessments.
- 6.2 • Demonstrate knowledge of how to plan, select, and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings (e.g., including language and grade-level content objectives in lessons, activating background knowledge and experiences, providing linguistic scaffolding).
- 6.3 • Demonstrate knowledge of strategies for aligning instruction with California K–12 student academic content standards and frameworks appropriate to grade-level expectations and students' language proficiency in the primary and target languages.
- 6.4 • Demonstrate understanding of the interrelated nature of language and literacy development and content-area learning, including understanding of issues related to the integration of language development and content-area learning in bilingual education settings (e.g., development of academic language in the primary and target languages, language modification without simplification of content, cultural/multicultural perspectives).
- 6.5 • Demonstrate understanding of a variety of instructional approaches and strategies that foster the development of higher-order thinking skills (e.g., analysis, inference, synthesis, evaluation) and facilitate students' understanding and use of content-specific language functions (e.g., analyzing, comparing and contrasting, persuading, citing evidence, making hypotheses) in oral and written forms of the primary and target languages.
- 6.6 • Demonstrate understanding of ways in which students' life experiences, language development, and language variations can be used to foster content learning in the primary and target languages.
- 6.7 • Demonstrate knowledge of a variety of participation structures that require students to negotiate meaning in order to understand content.
- 6.8 • Demonstrate understanding of the roles, purposes, and uses of standardized and nonstandardized primary- and target-language content assessments in bilingual education settings.
- 6.9 • Demonstrate knowledge of how to select, adapt and/or develop as necessary, and administer a variety of content assessments in bilingual education settings.
- 6.10 • Demonstrate knowledge of strategies for interpreting the results of primary- and target-language assessments to plan, organize, and differentiate instruction in content areas.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s), and the California Commission on Teacher Credentialing. All rights reserved.

Permission is granted to make copies of this document for noncommercial use by educators

SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION; INSTRUCTION AND ASSESSMENT

007 Evaluation, Use, and Augmentation of Materials in Bilingual Education Settings

- 7.1 • Demonstrate knowledge of strategies for evaluating alignment among primary- and target-language materials, content standards, and curriculum frameworks.
- 7.2 • Demonstrate knowledge of strategies for evaluating and selecting state-adopted and state-approved textbooks and supplementary materials for bilingual education settings based on a variety of criteria, including appropriateness for instructional purpose, alignment with curriculum, local community and student needs, and level of academic language.
- 7.3 • Demonstrate knowledge of strategies for developing, adapting, and extending instructional materials to meet the needs of diverse learners in bilingual education settings.
- 7.4 • Demonstrate knowledge of strategies for selecting and evaluating primary- and target-language materials, including multicultural literature and nontext materials, for use in instruction and assessment.
- 7.5 • Demonstrate knowledge of strategies for reviewing and evaluating materials to identify potential areas of offense or bias (e.g., race, class, gender, religion, country of origin) and to ensure appropriate representation of linguistic and cultural diversity within and across language and cultural groups.
- 7.6 • Demonstrate knowledge of how to locate, evaluate, and incorporate target- and/or primary-language-specific technology (e.g., Web-based media, educational software) into bilingual education settings to facilitate students' language, literacy, and content-area development.

Subtest V: Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts

DOMAIN 1: GEOGRAPHIC AND HISTORICAL CONTEXTS

001 The Geographic and Demographic Context

- 1.1 • Demonstrate knowledge of significant geographic and demographic features of the country or countries of origin.
- 1.2 • Demonstrate understanding of the effect of geographic factors on language variations within the culture of emphasis.
- 1.3 • Demonstrate understanding of immigration to and migration patterns within the United States (e.g., push/pull factors, refugee/immigrant issues, legal status), including the influence of economic globalization on immigration and migration patterns.
- 1.4 • Describe and explain settlement and/or resettlement patterns among members of the culture of emphasis in the country or countries of origin and in the United States.
- 1.5 • Analyze ways in which immigration and migration by members of the culture of emphasis have influenced historical and contemporary demographics in the United States.

002 The Historical Context

- 2.1 • Identify major historical eras, movements, and developments of the country or countries of origin (e.g., the rise and decline of indigenous civilizations, periods of vigorous artistic and intellectual activity, colonization by foreign nations, war, struggles for independence) and analyze the influence of those historical events on different groups within the culture of emphasis.
- 2.2 • Recognize the primary social and political structures within the country or countries of origin and demonstrate understanding of the contributions of various groups, including indigenous populations, to the culture of emphasis.
- 2.3 • Demonstrate understanding of the beliefs and values of different groups, including indigenous groups, in the country or countries of origin.
- 2.4 • Demonstrate knowledge of the effects of various historical factors (e.g., economic, political, educational, social) on the language and culture of the country or countries of origin and recognize contemporary influences in the United States on the language and culture of members of the culture of emphasis.
- 2.5 • Analyze how historical developments in the United States (e.g., immigration patterns, civil rights movements) and contemporary features of U.S. society (e.g., youth culture, marriage laws, immigration legislation) have influenced the experience of members of the culture of emphasis within the United States.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s), and the California Commission on Teacher Credentialing. All rights reserved.

Permission is granted to make copies of this document for noncommercial use by educators.

SUBTEST V: GEOGRAPHIC AND HISTORICAL CONTEXTS; SOCIOPOLITICAL AND SOCIOCULTURAL CONTEXTS

DOMAIN 2: SOCIOPOLITICAL AND SOCIOCULTURAL CONTEXTS

003 The Sociopolitical Context

- 3.1 • Compare governmental systems (e.g., democratic, totalitarian, theocratic) and legal systems (e.g., judicial systems, civil liberties, due process rights) of the country or countries of origin and the United States.
- 3.2 • Demonstrate understanding of the distribution of political power and the nature of citizen participation in the country or countries of origin and analyze the ways in which this political tradition has influenced the involvement of members of the culture of emphasis in U.S. civic life.
- 3.3 • Demonstrate understanding of how the sociopolitical context of the country or countries of origin interacts with and affects demographics, roles, and status in those countries and analyze the influence of such factors on members of the culture of emphasis in the United States (e.g., transnationalism, dual citizenship, repatriation).
- 3.4 • Demonstrate knowledge of economic systems (e.g., agrarian, industrial, capitalist, socialist), workforce composition, class structure, and access to economic opportunities in the country or countries of origin and analyze the ways in which these systems and structures have influenced the experience of members of the culture of emphasis in the United States.
- 3.5 • Demonstrate understanding of the religious traditions and institutions within the country or countries of origin and the influence of these traditions and institutions in immigrant and ethnic communities in the United States.
- 3.6 • Demonstrate knowledge of the educational system of the country or countries of origin (e.g., school structures, compulsory education laws, access and availability), recognize how cultural and social traditions affect educational practices in the country or countries of origin (e.g., oral tradition, rote learning), and analyze the influence of those systems and practices on the educational experience of members of the culture of emphasis in the United States.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s), and the California Commission on Teacher Credentialing. All rights reserved.

Permission is granted to make copies of this document for noncommercial use by educators.

SUBTEST V: GEOGRAPHIC AND HISTORICAL CONTEXTS; SOCIOPOLITICAL AND SOCIOCULTURAL CONTEXTS

004 The Sociocultural Context

- 4.1 • Demonstrate and apply knowledge of verbal and nonverbal elements of communicative competence (e.g., register, discourse patterns, forms of address, respect, greetings, turn-taking, eye contact, kinesthetic cues and proxemics) among members of the culture of emphasis and analyze how traditional patterns of communication have been maintained and/or modified in the United States.
- 4.2 • Compare socialization patterns and practices (e.g., family, school, peer groups, mass media) in the country or countries of origin and in the United States and analyze how traditional patterns of socialization have been preserved and/or modified in the United States.
- 4.3 • Demonstrate understanding of how roles and status of individuals (e.g., economic, racial, gender, ethnic, social class, age, educational level) influence social relationships in the country or countries of origin and how those factors affect the process of acculturation in the United States.
- 4.4 • Demonstrate understanding of features and practices of daily life in the country or countries of origin (e.g., shelter, work, food, marriage and family life, leisure activities, rites and celebrations, health and medical practices) and describe how these practices have been preserved and/or modified in the United States.
- 4.5 • Demonstrate knowledge of the humanities and arts (e.g., literature, visual/performing arts, folk and oral traditions, popular culture) in the country or countries of origin and their influence on the arts and popular culture of the United States.

005 Crosscultural, Intercultural, and Intracultural Contexts

- 5.1 • Demonstrate knowledge of diversity (e.g., language, social class, education, traditions) within the culture of emphasis in the country or countries of origin and in the United States.
- 5.2 • Demonstrate understanding of crosscultural, intercultural, and intracultural interactions (e.g., conflict, harmony, interdependence) in the country or countries of origin and between members of the culture of emphasis and other groups in the United States.
- 5.3 • Demonstrate understanding of sociopolitical and sociocultural factors (e.g., nationalism, legislation, ethnic pride, physical characteristics, stereotypes, xenophobia, marginalization) that influence the development of cultural, bicultural, and multicultural identity among members of the culture of emphasis in the United States.
- 5.4 • Demonstrate knowledge of the contributions of members of the culture of emphasis to the social, economic, artistic, intellectual, and political life of the United States.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s), and the California Commission on Teacher Credentialing. All rights reserved.

Permission is granted to make copies of this document for noncommercial use by educators.

ATTACHMENT B

Draft Bilingual Program Standards

Category A: Program Design Standards

Standard 1: Program Design

The design of the program follows from an explicit statement of program philosophy and purpose and is coordinated effectively in accordance with a cohesive design that has a cogent rationale. The program philosophy articulates a clear understanding of the instructional needs of learners in bilingual settings. The sponsoring institution shows a high priority to the program by providing appropriate support for the program and a demonstrated commitment to teacher preparation and to bilingual education. The program has a leadership team whose members are qualified in the areas of teacher preparation and bilingual instruction. The program demonstrates initial and ongoing collaboration with local school districts in order to reflect the needs of teachers serving in bilingual programs at the local and state level. This on-going coordination between the bilingual program and other teacher development programs is designed to strengthen the learning-to-teach continuum for teachers of learners in bilingual classroom. The curriculum is designed around the Knowledge, Skills, and Abilities (KSAs) for Bilingual Methodology and Culture. It provides candidates with a depth of knowledge regarding current research-based theories and research in academic and content literacy in two languages, building upon both SB 2042 and California Teachers of English Learners (CTEL) competencies. The program shows candidates how to help learners to access the K-12 grade level content instruction and how to provide benchmarks of English Learners' progress toward meeting standards as defined in the California Curriculum Frameworks (2006). The design of the program clearly indicates the options for completion of the program in a concurrent model and/or as a post-credential model.

Standard 2: Assessment of Candidate Competence

Prior to recommending each candidate for a bilingual authorization, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of program standards including language proficiency as they apply to bilingual authorization. During the program, candidates are guided and coached on their performance in bilingual instruction using formative assessment processes. Verification of candidate's performance is provided by both institutional and field-based individuals with bilingual expertise and/or possessing bilingual authorization.

Category B: Candidate Competence Standards

Standard 3: The Context for Bilingual Education and Bilingualism

The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. The program supports candidates to develop and demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.

Candidates are prepared to apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes and its application in instructional practice. Candidates understand and apply brain research and its effects on the dimensions of learning in bilingual education program models. The program prepares candidates' knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.

The program prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. The program promotes candidates' understanding of the family as a primary language and cultural resource. Candidates are cognizant that students' motivation, participation and achievement are dependent upon an intercultural classroom climate and school community.

ESSENTIAL QUESTIONS

- 3.1 How does the program ensure that candidates to develop understanding of the philosophical, theoretical, and research bases for bilingual education, including knowledge of the historical and legal foundations of bilingual education in the United States (e.g., Elementary and Secondary Education Act [ESEA], *Lau v. Nichols*, *Castañeda v. Pickard*) and California (e.g., *Méndez v. Westminster*, Proposition 227, *Williams v. State of California*) and their effects on bilingual education programs?
- 3.2 How does the program ensure that candidates can analyze the effects and impact of federal, state and local policies on the measurement of educational achievement of students in bilingual programs?
- 3.3 How does the program help candidates to develop understanding of the theoretical foundations, practice, limitations, and effects of the deficit perspective of bilingual education (e.g., viewing the primary language as an obstacle, limiting use of the primary language, promoting assimilation in the target culture) and the enrichment perspective of bilingual education (e.g., viewing the primary language as a right and an asset, promoting the development of bilingualism and biculturalism, promoting acculturation to the target culture)?
- 3.4 How does the program provide guidance for philosophical, theoretical, and research bases for bilingual education, including the characteristics, components, benefits, and limitations of research-based program models of bilingual education (e.g., dual-language, one-way immersion, two-way immersion, transitional bilingual education, maintenance bilingual education, heritage language education)?

- 3.5 What components of the program teach candidates how to develop and apply knowledge of metacognitive and metalinguistic processes (e.g., choosing the appropriate language to use in a given situation, evaluating similarities and differences between languages, transferring linguistic knowledge between languages) that occur in the development of bilingualism and biliteracy?
- 3.6 How does the program develop candidates' understanding of the roles in code-switching, language mixing and interlanguage in the development of bilingualism and biliteracy?
- 3.7 What components of the program support teachers to understand brain research on the developmental processes of bilingualism and biliteracy, and apply knowledge for appropriate language use and usage (e.g., translation, language allocation by program model) when interacting with students at different developmental stages of bilingualism and biliteracy?
- 3.8 How does the program develop each candidates' understanding of the transferability of language and literacy skills and the acquisition of content and context knowledge between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target language?
- 3.9 How does the program incorporate opportunities for candidates to apply knowledge of the use of contrastive analysis (i.e., comparing and contrasting similarities and differences, including nonexistent features, in the phonology, morphology, syntax, lexicon, and usage of different languages) to facilitate development of listening, speaking, reading, and writings skills in the primary and target language?
- 3.10 How does the program promote an understanding of the important role families play as a primary language and cultural resource contribute their knowledge to culturally inclusive bilingual institution, enhance school-home partnerships, participating in school forums and organizations and assist them in identifying and using community resources?
- 3.11 How does the program prepare candidates to develop strategies for providing information to families about educational goals and characteristics of bilingual programs, the impact of district and school policies on bilingual education, placement, guidance, student academic achievement, assessment results, notification of rights and program options and communicate this information through the appropriate medium (phone, home visits, written communication and videos in the primary language)?
- 3.12 How does the program promote the candidates' understanding of cultural influences on learning and teaching in bilingual program settings and the understanding of the effects of intercultural communication on school/community climate, student motivation, participation and achievement?
- 3.13 How does the program promote the candidates' cultural understanding of factors that contribute to positive classroom/school environments, student motivation, participation and achievement as well as the development of biculturalism?

Standard 4: Bilingual Methodology

The bilingual teacher preparation program prepares bilingual candidates to understand the interrelatedness among the four domains of language and to know language forms and functions. The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. The program ensures that bilingual candidates have knowledge of school and district bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. In addition, programs develop bilingual candidates' understanding of knowledge of intercultural communication and interaction that is linguistically and culturally responsive. The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. The program provides opportunities for teacher candidates to demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

ESSENTIAL QUESTIONS

- 4.1. How does the program design and support the candidates' understanding of the applications, limitations of different bilingual program models and the role that a student's life experiences (immigrant or refugee experience, prior educational experiences, oral tradition) plays and can be used to foster learning and literacy to develop, plan and implement effective language and literacy instruction and assessment?
- 4.2. How does the program provide candidates the understanding of ways in which variations in students' primary languages (e. g, dialectal and/or tonal differences, use of vernacular forms) can be used to facilitate the development of social and academic language?
- 4.3. How does the program ensure that candidates demonstrate knowledge of literary analysis in all the appropriate genres and forms, and their significance for planning, organization, and delivery of primary and target language instruction?
- 4.4. How does the program ensure that candidates apply knowledge of language structures (e.g., word roots, prefixes, suffixes), forms (e.g., registers) and functions (e.g., informing, describing, persuading) to develop and deliver effective language and literacy instruction in the primary and target languages?
- 4.5. How does the program ensure that candidates demonstrate knowledge of strategies to provide differentiated instruction in language and literacy based on student proficiency levels in the primary and target languages?
- 4.6. How does the program ensure that candidates demonstrate understanding of the roles, purposes and uses of standardized and non-standardized primary and target language assessments in bilingual education settings and their appropriateness, limitations, reliability and validity?

- 4.7. How does the program ensure that candidates demonstrate the ability to evaluate and incorporate technology to develop students' literacy in the primary and target languages as well as to evaluate the effectiveness of technology for literacy development?
- 4.8. How does the program ensure that candidates demonstrate knowledge of strategies for interpreting the results of primary and target language assessments to plan, organize, modify and differentiate instruction in the appropriate language(s) in bilingual education settings?
- 4.9. How does the program ensure that candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in the primary and target languages?
- 4.10. How does the program ensure that candidates demonstrate the ability to plan, select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings (e.g., including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences)?
- 4.11. How does the program ensure that candidates demonstrate understanding of a variety of instructional approaches and strategies that foster the development of higher-order thinking skills (e.g., analysis, inference, synthesis, evaluation) and facilitate students' understanding and use of content-specific language functions (e.g., analyzing, comparing and contrasting, persuading, citing evidence, making hypotheses) in oral and written forms of the primary and target language?
- 4.12. How does the program ensure that candidates demonstrate understanding of ways in which students' life experiences, language development, and language variations can be used to foster content learning in the primary and target languages?
- 4.13. How does the program ensure that candidates demonstrate understanding of the interrelated nature of language and literacy development and content-area learning in bilingual education settings (e.g., development of academic language in the primary and target languages, language modification without simplification of content, and cultural/multicultural perspectives)?
- 4.14. How does the program ensure that candidates demonstrate knowledge of a variety of participation structures (e.g., pair work, small group work, choral reading) that require students to negotiate meaning in order to understand content?
- 4.15. How does the program ensure that candidates demonstrate understanding of the roles, purposes, and uses of standardized and non-standardized primary and target language content assessment in bilingual education settings?
- 4.16. How does the program ensure that candidates demonstrate ability to select, develop and/or adapt and administer a variety of content assessment in bilingual education settings?
- 4.17. How does the program ensure that candidates demonstrate the ability to interpret the results of primary and target language assessments to plan, organize and differentiate instruction in content areas?

- 4.18. How does the program ensure that candidates have the ability to reflect upon and implement effective practice that fosters the development of biliteracy through content instruction?
- 4.19. How does the program ensure that candidates demonstrate knowledge of the importance of dialectical differences in the development of standard academic language in the primary and target languages?
- 4.20. How does the program promote the candidates' understanding of central concepts of intercultural communication including patterns of nonverbal communication, oral and written discourse and origins of dialectical and/or tonal variations and how they affect student learning?
- 4.21. How does the program ensure that candidates are able to use appropriate criteria to select multicultural and non-print materials?
- 4.22. How does the program ensure that candidates demonstrate the ability to review and evaluate materials, to identify potential areas of offense or bias (e.g., race, class, gender, religion, country of origin) and to ensure appropriate representation of linguistic and cultural diversity within and across language and cultural groups?
- 4.23. How does the program ensure that candidates demonstrate the ability to evaluate alignment among primary and target language materials, content standards and curriculum frameworks?
- 4.24. How does the program ensure that candidates demonstrate the ability to evaluate and select state-adopted and state-approved textbooks and supplementary materials for bilingual education settings based on a variety of criteria including appropriateness for instructional purpose, alignment with curriculum, student and community needs and level of academic language?
- 4.25. How does the program ensure that candidates demonstrate ability to select and evaluate primary and target language materials, including multicultural literature and non-text materials, for use in instruction and assessment?
- 4.26. How does the program ensure that candidates demonstrate ability to develop, adapt, and extend instructional materials to meet the needs of diverse learners in bilingual education settings?
- 4.27. How does the program ensure that candidates demonstrate ability to locate, evaluate, and incorporate target and/or primary language specific technology (e.g., web-based media) into bilingual education settings to facilitate students' language, literacy, and content-area development?

Standard 5: Culture of Emphasis

The professional bilingual teacher preparation program develops candidates' knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. Included in that knowledge is the understanding of crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in the United States. Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the U.S. Candidates demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.

ESSENTIAL QUESTIONS

- 5.1 How does the program design develop the candidates' knowledge and understanding of significant geographic and demographic features of the country or countries of origin and the effect these factors have on language variations within the culture of emphasis?
- 5.2 How does the program's curriculum account for the candidates understanding of settlement and/or resettlement patterns, among the culture of emphasis in the country or countries of origin and in the United States, including the influence of economic globalization on immigration and migration patterns?
- 5.3 How does the program's curriculum allow for the candidates to analyze the ways in which immigration and migration by members of the culture of emphasis have influenced historical and contemporary demographics in the United States?
- 5.4 How does the program provide candidates with knowledge of the major historical eras, movements and developments of the country or countries of origin and help the candidates to analyze and understand the influences of those historical events on different groups within the culture of emphasis?
- 5.5 How does the program help candidates to recognize the primary social and political structures within the country or countries of origin, and demonstrate understanding of the contributions of various groups, including indigenous populations, to the culture of emphasis?
- 5.6 How does the program provide candidates with knowledge and understanding of the beliefs and values of different groups, including indigenous groups, in the country or countries of origin?
- 5.7 How does the program design foster the candidates' knowledge of the effects of the historical factors (e.g., economic, political, social, education) on language and culture of the country of origin and recognize the influence in the United States (immigration patterns, civil rights, movement) and contemporary features (youth culture, marriage, laws, immigration legislation) that have influenced the experience of members of the culture of emphasis within the United States?
- 5.8 How does the program prepare candidates to develop an in-depth knowledge of the governmental and legal system and traditions of the political process in the country or

countries of origin and how they influence the involvement of members of the culture of emphasis in the civic life of the United States?

- 5.9 How does the program prepare candidates opportunities to demonstrate understanding of the religious traditions and institutions in the country or countries of origin and the influence of these traditions and institutions on immigrant and ethnic communities in the United States?
- 5.10 How will the candidates apply their knowledge of socialization patterns to the analysis of verbal and non-verbal elements of communication (e.g. register, discourse patterns, forms of address, respect, greeting, turn taking, eye contact, kinesthetics, proxemics) and how these traditional patterns of communication have been maintained and/or modified in the United States?
- 5.11 How does the program prepare candidates to understand of similarities and differences in socialization patterns and practices in the country or countries of origin and the United States and how the traditional patterns of socialization have been preserved and/or modified in the United States?
- 5.12 How does the program prepare candidates to understand that the roles and status of an individual (i.e., economic, gender, racial, ethnic, social class, age, education level) influence inter- and intracultural relationships and how those factors affect the process of acculturation in the United States?
- 5.13 How does the program provide opportunities for the candidates to develop an understanding of the features and practices of daily life in the country or countries of origin (i.e., shelter, work, food, marriage, family life, leisure activities, rites and rituals, celebrations, health and medical practices, humanities, art, and culture)? Describe how these practices have been preserved and/or modified, and have influenced daily life and the popular culture in the United States.
- 5.14 How does the program prepare candidates to demonstrate understanding of the economic systems, class structure, and access to economic opportunities in the country or countries of origin and how they are able to analyze ways in which these systems and structures have influenced the involvement of members of the culture of emphasis in the civic life of the United States?
- 5.15 How does the program prepare candidates to demonstrate understanding of the educational system in the country or countries of origin and how they are able to analyze ways in which these systems and structures have influenced the involvement of members of the culture of emphasis in the civic life of the United States?

Standard 6: Assessment of Candidate Language Competence

The institution must verify, during the program or at its completion that the candidate has attained, in listening, speaking, reading and writing a language proficiency level that is equivalent to a passing score on the appropriate CSET LOTE language examination. The program creates clear guidelines by which the candidate will be assessed.

ESSENTIAL QUESTIONS

- 6.1 How does the program use multiple measures of assessment including oral and written examinations and authentic performance-based assessments such as presentation, research projects, portfolios, lesson-planning activities, and instructional delivery?
- 6.2 How does the program ensure that each candidate being recommended for the authorization meets the appropriate language proficiencies?

ATTACHMENT C

Members of the Bilingual Certification Design Team

Harold Acord	Spanish Teacher	Moreno Valley School District California Teachers Association
Estella Acosta Co-Chair	Administrator, Literacy and Language Development	Orange County Department of Education
Denise Beck	Principal	Davis Joint Unified School District
Karen Cadiero-Kaplan	Associate Professor	San Diego State University Past President (2007-08), California Teachers of English to Speakers of Other Languages (CATESOL)
Sara Fields	Principal	Culver City Unified School District
Paula Jacobs	Education Programs Consultant	California Department of Education
Magaly Lavadenz	Professor	Loyola Marymount University Past President, California Association for Bilingual Education (CABE)
Claudia Lockwood	Director, Multilingual Education	San Joaquin County Office of Education
Teresa Márquez-López	Academic Administrator	University of California, Riverside
George Martínez	Teacher	Santa Cruz City Schools California Federation of Teachers
Huong Tran Nguyen	Professor	California State University, Long Beach
Lettie Ramírez	Professor	California State University, East Bay
Lilia Romero	National Board Certified Teacher with BCLAD Authorization	Pasadena Unified School District
Alexander Sapiens	Professor	San Jose State University
Gay Q. Yuen	Professor	California State University, Los Angeles
Charles G. Zartman, Jr. Chair	Professor	California State University, Chico

Staff to the Design Team

Jo Birdsell, Consultant Commission on Teacher Credentialing

Ben Pope, Administrative support, Commission on Teacher Credentialing